

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [X] Magnet [] Choice

Name of Principal Mrs. Tyisha Fletcher Nelson

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Kimberlin Academy for Excellence

(As it should appear in the official records)

School Mailing Address 1520 Cumberland Drive

(If address is P.O. Box, also include street address.)

City Garland State TX Zip Code+4 (9 digits total) 75040-8099

County Dallas County State School Code Number* 057909111

Telephone 972-926-2560 Fax 972-926-2565

Web site/URL http://www.garlandisd.schools.net/kimberlin E-mail TFNelson@garlandisd.net

Twitter Handle @KA_Knights Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Bob Morrison, N/A E-mail: blmorris@garlandisd.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Garland Independent School District Tel. 972-926-2560

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Rick Lambert, N/A
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 47 Elementary schools (includes K-8)
 - 13 Middle/Junior high schools
 - 8 High schools
 - 2 K-12 schools
- 70 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☒ Suburban with characteristics typical of an urban area
 - ☐ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural
3. 2 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	28	25	53
1	36	30	66
2	47	43	90
3	35	49	84
4	37	38	75
5	38	44	82
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	221	229	450

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 7 % Asian
 - 20 % Black or African American
 - 39 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 30 % White
 - 4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 11%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	36
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	18
(3) Total of all transferred students [sum of rows (1) and (2)]	54
(4) Total number of students in the school as of October 1	473
(5) Total transferred students in row (3) divided by total students in row (4)	0.114
(6) Amount in row (5) multiplied by 100	11

7. English Language Learners (ELL) in the school: 17 %
78 Total number ELL
 Number of non-English languages represented: 10
 Specify non-English languages: Vietnamese, Spanish, Amharic, Arabic, Malayalam, Punjabi, Thai, Tigrinya, Turkish, Other
8. Students eligible for free/reduced-priced meals: 43 %
 Total number students who qualify: 204

Information for Public Schools Only - Data Provided by the State

The state has reported that 43 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 6 %
30 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>6</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>21</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>10</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	22
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	11
Paraprofessionals	13
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	98%	98%	98%	98%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X No

If yes, select the year in which your school received the award. 1999

15. Please summarize your school mission in 25 words or less: To foster excellence among all stakeholders in order to provide an enriched learning environment that gives all students the opportunity to reach their full potential.

PART III – SUMMARY

Upon entering the doors at Kimberlin Academy for Excellence, you will feel the enthusiasm of teaching and learning in every classroom and witness the power of parents, teachers and volunteers working to create an engaging learning environment for all students.

Kimberlin Academy is one of forty-seven elementary campuses in the Garland Independent School District, the second-largest district in Dallas County and twelfth-largest in Texas. The mission of Kimberlin Academy is to foster excellence among the students, faculty and parents in order to provide an enriched learning environment that gives all students the best opportunity to reach their full potential academically and creatively. This is achieved through working together to continually strive for excellence in academics and personal character, while encouraging continuing education, family involvement and civic responsibility.

Kimberlin's mascot, the knight, has been a symbol of persistence in the face of obstacles, kindness to others and respect to all. The staff educates the whole child: minds, hearts and bodies. Diverse opportunities through enriched academics, the fine arts, physical education and character development make for rich learning experiences. As a result, students thrive in a school that supports varied learning styles, a range of abilities and a strong sense of community.

Kimberlin Academy opened in the fall of 1987 as an academic academy and fine arts magnet school with a primary objective to enhance the educational opportunities for children in a low socioeconomic area, while simultaneously meeting the needs of the gifted and talented students, bilingual gifted and talented students, Alternative Learning Environment students, and Behavior Adjustment Alternative Learning Environment students. Its creation was a direct result of compliance with a court-mandated desegregation order that required the Garland ISD to establish racial balance comparable to that of the City of Garland in the formerly high minority school. In order to achieve this racial balance, students from Garland ISD who ranked higher than the 90th percentile in their test scores and students who were artistically or musically talented were invited to apply for admission. In addition, children who lived in close proximity to the school were included in the school population. All students, whether gifted, talented, neighborhood, or a combination thereof, benefit from the multitude of opportunities offered through the magnet program.

Kimberlin Academy is a Title I campus, serving 452 students, kindergarten through fifth grade. The diversity of the school requires the staff to grow as educators and learn to continually support the needs of the students and their families. The population is ethnically diverse with 30% White, 38.4% Hispanic or Latino, 20.2% African American, 7.1% Asian, and 4.2% other races. We are also socioeconomically diverse with 43.3% of the students classified as Economically Disadvantaged.

The staff believes that in order to teach minds, they must also reach hearts. School-wide expectations are the core of the PRIDE (Purpose, Responsibility, Integrity, Determination and Excellence) positive behavior support plan. The Rachel's Challenge anti-bullying program focuses on teaching kindness and respect for others. This approach creates a culture of courtesy and compassion. Students have unique opportunities to improve the lives of others both in school and in the community through can food drives, Sandwiches for the Homeless, Kiwanis-Kids, Salvation Army Angels, Special Olympics and Winter Warm-Up Drives.

As a result of the variety of enrichment opportunities offered, several Kimberlin students remain on campus after school is dismissed. Students participate in Explorer programs such as robotics, drama, choir, yearbook, math/science team, University Interscholastic League (UIL), piano, harp, guitar lessons and clubs. Enrichment classes are offered on alternating days so that kids who need intervention can participate. In the evenings, Kimberlin is busy with parents, staff and students at Family Learning Nights, Living Wax Museum, Math Carnival, In-N-Out Open House, music performances and more. On the weekends, families participate in the Parent Teacher Association carnival, 5k runs and a community game of tag organized by the physical education teacher.

National and state recognition has brought deeper credence to the school's motto: "A tradition of excellence." Kimberlin has been awarded many titles that give great pride to the students and faculty as a shared and collaborative achievement including being a National Blue Ribbon School in 1992 and 1999 as well as being nominated in 2012 as a National Title I Distinguished School. The public recognition as a National Blue Ribbon School heightened school visibility, staff morale, and strengthened parent and community confidence in Kimberlin's educational programming. Last year, the campus was named a Title I Reward School in the areas of High-Performing and High-Progress by the Texas Education Agency. Kimberlin Academy received the 2014-2016 National PTA School of Excellence award for building strong family-school partnerships. Because of the quality of character education programs and activities at Kimberlin, the school was named the Texas State School of Character 2013-2015 by the Texas Elementary Principals and Supervisors Association.

At Kimberlin, there is a shared philosophy that all students can perform at high levels. This philosophy has been instrumental in closing the achievement gap for racial groups and economically disadvantaged students. While emphasizing academic excellence, Kimberlin has created an exceptional culture of purpose, responsibility, integrity, determination and character excellence.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

With a rich and engaging core curriculum, Kimberlin continues to improve student learning outcomes by meeting the instructional needs of all students. Kimberlin's core curriculum is developed by the Garland ISD Curriculum and Instruction department and is based upon the Texas Essential Knowledge and Skills (TEKS) approved by the State Board of Education. The bundling of the TEKS in unit instructional plans is offered in a rational and reasonable grouping and is presented in a recursive manner so that skills are revisited, expanded and applied in different contexts. The curriculum and instruction department works closely with campus administration and teachers to design and implement engaging learning opportunities to enhance student learning.

The English language arts and reading curriculum is based on the following six essential components: phonemic awareness, phonics, fluency, vocabulary, comprehension and writing. McGraw Hill's Texas Treasures and Tesoros textbook adoptions address these skills and strategies on a daily basis. These materials provide opportunities for differentiated instruction that targets individual needs in reading, writing and spelling. Each lesson includes a writing assignment linked to student interests and experiences. Nonfiction leveled readers cover the same Texas content but are written on four different reading levels, thus improving skills of below-level and above-level students. Treasures Assessment Tools offers multiple formats for assessing students and providing instructional remediation. Foundational skills are acquired by integrating tiered small group instruction, workstation activities, manipulatives, word work stations and visual resources. Curriculum from The Center for Gifted Education at the College of William and Mary is used to engage above-level students in exploring challenging works of literature from various times, cultures and genres. Within the curriculum units, specific teaching models are used to strengthen students' critical thinking skills in the area of language arts.

Recently updated to specifically address the revised TEKS, the math curriculum is designed to help students achieve the higher levels of rigor reflected in the state standards. Unit plans provide instructional support to meet the needs of students at every level. Lessons are organized through an inquiry-based instructional model, probing students to mentally compile skills and apply those skills to problem-solving and real-world situational learning. In addition to highly interactive lessons, enVisionMath Texas 2.0 provides students with online tools, learning videos, interactive games and manipulatives for teachers to utilize throughout instruction. Starting with concrete ideas and pictorial representations followed by abstract models, students create a framework for acquiring foundational skills. All academic data is analyzed and utilized to improve instruction by targeting specific intervention needs for each student. Students who show any additional requirement for support are provided with the opportunity to work in a smaller group setting. To improve the skills of above-level and gifted students, we utilize compacting, acceleration and cross-curricular projects. Additionally, the math curriculum provides teachers with access to lessons across all grade levels, allowing them to review, re-teach or enrich their class as needed.

In science, district curricula and instructional materials are created using the "5E Instructional Model", an instructional design that defines a learning sequence based on experiential learning which fosters inquiry-based teaching and learning. Kimberlin teachers implement the highly effective, research-based methodology for quality science instruction. Each "E" (engage, explore, explain, extend and evaluate) symbolizes a phase of learning where students are actively involved in their own learning. Both teacher and student have a role to play in the rigorous learning process. Discovery Education Science TechBook inspires students' curiosity and enhances teaching and learning via a digital resource. Periodic checks for understanding occur throughout the 5E instructional pathway with additional resources provided and highlighted for remediation and enrichment opportunities. Model lessons also include extension ideas for project-based learning for students working above grade level.

Reading and social studies are integrated through the use of non-fiction text. The social studies curriculum focuses on students' acquisition of knowledge about the world around them in an ever expanding circle. First, they learn about themselves, then their families. As they advance, they learn about their state and

country. Time for Kids, a nonfiction magazine, addresses the social studies TEKS. Students learn how to read expository text while enhancing their knowledge of social studies content. Research-based strategies such as cooperative learning, graphic organizers and hands-on activities are used to support state standards. Studies Weekly student magazine is an additional resource for intermediate students which includes a scope and sequence, assessments and extension activities. Teachers utilize several strategies and techniques such as conceptual mapping and Question-Answer Relationships to differentiate lessons to improve skills and promote greater depth and complexity opportunities for above-level learners.

2. Other Curriculum Areas:

In addition to a rich core curriculum, Kimberlin Academy strives to provide a diverse collection of programs designed to enhance fine arts, physical education, and technology.

The educators at Kimberlin Academy recognize that fine arts education is an important aspect of student growth and many students benefit from a variety of programs offered at the campus. All students participate in both music and art classes starting from kindergarten through fifth grade. The curriculum challenges the students to think critically, be self-disciplined, and cooperate while building self-confidence so that they may comfortably express themselves artistically. Kimberlin aligns this curriculum with the Texas Essential Knowledge and Skills (TEKS) which include artistic perception, creative expression/performance, historical/cultural heritage and response/evaluation.

In addition to regular music and art classes, students have the option of participating in choir. Kimberlin features two choirs: a primary choir for first through third grade students and the Kimberlin choir for fourth and fifth grade students. They perform together for special occasions throughout the year, and the Kimberlin choir competes in an annual competition.

The Kimberlin strings program is another elective open to fourth and fifth graders. This program provides the opportunity for a student to focus and specialize on a specific string instruments, such as the violin, viola, harp, and cello. The program consistently attracts 70% to 80% of the students from each grade level. They perform regularly throughout the year, with the Harp Ensemble performing most recently at the Texas Music Educators Association conference and the Texas Arts Education Day at the Texas capital in 2011 and 2013 respectively. Students also get to experience playing at a local retirement community where residents take an active role in learning about and holding the instruments.

One unique feature of Kimberlin Academy is that it is one of three schools in the district that offers an Enriched Art and an Enriched Music program. Enriched art and music is an audition based program for students in grades two through five who show advanced talent or ability. In addition to regular art/music classes, enriched students attend an extra class that is intended to enrich their knowledge and experiences in art and music.

Kimberlin Academy gives students many opportunities to share their work in the community and to experience it as well. Fourth graders go on an annual trip to see the Garland Symphony Orchestra and fifth grade attends the Dallas Museum of Art every year. Selected students from Kimberlin also participate in the district's Fine Arts Elementary Art Show, Sandy Lake Music Festival, and the District International Festival which features art, music and dance.

Kimberlin Academy's Physical Education program choices help students to develop physically, mentally, socially and emotionally, by emphasizing fitness for life and benefits of a healthy lifestyle. Kimberlin's curriculum is directly aligned with the TEKS which include movement, health-related and social skills. All students receive a minimum of 90 minutes of physical education instruction by a certified physical education teacher. Third through fifth grade students participate in the Cooper Institute's Fitnessgram physical fitness assessment.

The Physical Education department has been the recipient of many national awards including the Cooper Institute Healthy Zone School and the Dairy Max Fuel Up To Play 60 Grant. The physical education program includes events in which parents are encouraged to come out and be active with their children.

These events include a Fun Run, Family Fitness Nights and Field Day.

Utilizing the latest educational research, students are also given Brain Breaks several times throughout the instructional day. Brain Breaks are a quick and effective way of changing or focusing the physical and mental state of a learner. These “breaks” are a useful tool to help students activate, energize and stimulate their brains.

We strive to transform traditional teaching and learning into meaningful, engaging learning experiences that promote student achievement and acquisition of 21st Century skills. The TEKS for Technology Applications are embedded within all core curriculum areas for kindergarten through fifth grades. For example, the computer literacy component of Texas Treasures provides online, interactive, guided practice for students, while fulfilling National Educational Technology literacy standards. Additionally, we utilize a project-based approach to integrate technology into instruction. Implementation of the digital resource for kindergarten through fifth grades is completely aligned with the “Tradition Rich-Future Ready” district vision for student excellence including, but not limited to, integrated literacy, virtual simulations and seamless technological integration for student creation.

3. Instructional Methods and Interventions:

Formative and summative assessment data is utilized to drive and differentiate instruction based on individual student needs and learning styles. Formative assessments include, but are not limited to, Measures of Academic Progress (MAP), iStation Indicators of Progress (ISIP), unit assessments and fluency checks. Teachers disaggregate this data and use it to form flexible groups that target the appropriate instructional needs of all students.

Reading requires systematic, targeted instruction and a strong partnership between students, school and home. In mathematics, the instructional focus is for students to use manipulatives to build their concrete understanding before moving to abstract thinking. Real world situations allow students to apply their learning and make cross-curricular connections. Problem solving and critical thinking skills are heavily practiced as the campus implements rigorous instruction. Staff have been trained on Model Drawing, which allows students to visualize and interpret multiple step problems.

Computer adaptive programs monitor the success of the students by meeting the needs of every student regardless of their level. Spatial-Temporal Math is a visual multi-level math program that teaches across languages for students in kinder through fifth grades, and Think Through Math, a program used for intermediate students to work at their own level, challenges them to improve their mathematical skills while targeting instructional needs. Students also utilize myON, an online digital library that creates individual dashboards for students based on their specific interests and reading abilities. Each class receives at least forty-five minutes of computer lab time twice per week to support individualization of reading and math skills.

Through the district intervention model, 50 minutes per day of instructional time is dedicated to meet the individual learning needs of each student. During this time, the campus intervention team delivers academic interventions to students in need of additional support. Students who are not in need of remediation are challenged with completing Texas Performance Standards Projects (TPSP). The TPSP provides guidelines for independent learning experiences and research projects. The projects are based on the Texas Essential Knowledge and Skills (TEKS) and focus on the foundation content areas of English language arts and reading, mathematics, science and social studies with interdisciplinary connections.

Kimberlin strongly emphasizes the use of Marzano’s high-yield instructional strategies which include similarities and differences, summarizing and note taking, reinforcing effort and recognition, homework and practice, nonlinguistic representation, cooperative learning, setting objectives and providing feedback, generating and testing hypothesis, and cues, questions, and advance organizers.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The State of Texas Assessments of Academic Readiness, or STAAR, is the state testing program that was implemented in the 2011-2012 school year, hence replacing the Texas Assessment of Knowledge and Skills (TAKS). STAAR is designed to measure the extent to which students have learned and are able to apply the knowledge and skills defined in the state-mandated curriculum standards. The performance categories of STAAR are Level III-Advanced Academic Performance, Level II-Satisfactory Academic Performance and Level I-Unsatisfactory Academic Performance.

Kimberlin students were able to maintain a Level II average of 96% in reading and 95% in math across all tested grades. English Language Learners maintained a 99% average in math and a 95% average in reading over the five year period. Hispanic and African American students have sustained a 92% Level II average in reading. These subgroups have also performed at a 91% and 86% level in math, respectfully. Caucasian students have held the highest achievement with 100% proficiency in reading and math.

Kimberlin's Level III average in math is 53% as compared to the state Level III average of 15%. In reading, the Level III average is 62% as compared to the state Level III average of 14%. All students are exposed to critical thinking experiences that encourage them to process information at high levels in preparation for state assessments.

According to the 2013-2014 data, there is a 17% average difference in reading between the all student Level II and above rate and lower performing subgroups. Despite the achievement gap, all of the subgroups are performing at or above the state average in reading. On average, Economically Disadvantaged and African American students are 14% below the all student Level II and above rate of 100% in 3rd grade math. The largest achievement gaps are noted in 4th grade math with subgroups performing at an average of 22% below the all student rate of 89%.

Focused on continuous improvement, Kimberlin provides specific, targeted instruction to increase student achievement and close achievement gaps. Through the use of Paul Bambrick-Santoyo's Driven by Data resource, assessment analysis meetings and vertical planning create a framework for instruction. This is combined with a strong instructional leadership model that includes observation and feedback, curriculum planning, and professional development.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Teacher teams and administrators work together in professional learning communities (PLCs) to review weekly TEKS and learning objectives. Cross-curricular planning ideas are shared and developed. Horizontal and vertical PLC teams review data from formative assessments to determine re-teach, intervention and/or enrichment needs of students.

Formative and summative assessment results are the best indicators of the effectiveness of our curriculum and instruction. Teachers use daily and weekly assessments in class, monthly computer-assisted assessments (iStation, MAP, Assessment and Learning in Knowledge Spaces, Think Through Math, etc.), end-of-unit curriculum assessments and mid-year benchmarks to gauge student progress. After assessing students using common assessment instruments, goals are set by the PLC teams. Initial benchmarks are determined and student growth is measured periodically. The team sets goals for student achievement and growth. These goals are reached through the sharing of teaching strategies, resources, and best practices. Decisions to make changes to the curriculum and/or how it is implemented during instruction are based the level of student progress and whether or not assessment goals are being met.

Teachers use the Response to Intervention (RtI) model for providing targeted assistance in conjunction with our building-wide intervention program. The extended day component targets students in need rigorous differentiated instruction beyond the school day. We use Intervention Time, a 50 minute period built into

the daily schedule, for all grade levels to receive intervention and/or for teachers to reteach material.

Kimberlin has several teachers who have been identified as Stellar Teachers Achieving Results (STARs) in the Garland Independent School District. Teachers district-wide request to observe Kimberlin staff providing high-quality, differentiated instruction.

Collaborating with colleagues is important, but sharing instructional strategies and curriculum components with parents and stakeholders is vital. At the beginning of the school year, the principal presents a State of the Campus Address to parents, community members and the Campus Improvement Team (CIT) committee. The State of the Campus Address defines current assessment tools, instructional programs and curriculum components. It also provides available instructional resources and examples of instructional strategies to assist parents with working with their students at home.

Part VI School Support

1. School Climate/Culture

Our mission is to provide an enriched learning environment that gives all students multiple means for success and growth. Essential to creating and maintaining a positive school climate where students grow academically, socially and emotionally is a belief that we are here to educate the whole child: minds, hearts, and bodies. We know that we have to reach their hearts before we can teach their minds. Our school-wide positive behavior support plan is referred to as our PRIDE Behavior System. It serves as a guide to help students develop their own academic and behavior goals. At the beginning of the year, students formulate and write an academic and behavior goal for the first grading period. These goals are assessed at the end of the grading period and either adjusted or rewritten for the next grading period. By taking ownership of their own vision and success, students develop an intrinsic motivation for learning. In addition to goal-setting, our PRIDE system recognizes and rewards students for positive behavior choices. Each student wears a lanyard with a PRIDE card around his/her neck. Staff members recognize students by "punching" their PRIDE cards for outstanding behavior. The card punches are tied to a reward system. The goal of the reward is to motivate students to take pride and ownership of every decision they make in order to create and foster an inner drive for success.

Having motivated and engaged students, keeps teachers equally motivated and engaged. Providing opportunities for collaboration and team-building during monthly Professional Learning Community (PLC) meetings gives teachers time to work together to share resources and ideas. Teachers need time to access high-quality resources to build sound lessons that will engage a wide range of abilities and interests. These PLCs allow extra planning time so that teachers are more prepared and thus better able to keep students motivated. Each week, teachers are given the opportunity to recognize a peer as a Most Valuable Knight: someone who has gone above and beyond to help out or who is always positive and supportive. This type of recognition creates a climate of appreciation that aligns with our school-wide PRIDE system in which we recognize each other for our effort and drive. Building and nurturing relationships through PLCs, team-building and recognition creates a climate among staff that strengthens the learning environment.

Students who take pride and ownership of their learning and behavior, along with teachers and staff who feel supported and appreciated, create an atmosphere where synergistic results can happen.

2. Engaging Families and Community

Kimberlin Academy holds many community building activities such as Meet the Teacher Night, Math Carnival Night, Perot Science Night, Grandparent's and Veteran's Day ceremonies, Field Day, Rachel's Challenge Rally, and Bring Your Family to School Day, just to name a few. Every person at Kimberlin Academy works to make Kimberlin a community rich school.

One of the best resources we have is our Parent Teacher Association (PTA). PTA works closely with Kimberlin Academy to implement a multitude of projects at our school. Several of the projects include Donuts for Dads and Muffins for Mom, Movies under the Stars, character education building ventriloquist Dennis Lee, author visits, community spirit nights, book fairs and monthly bilingual newsletters to keep parents up to date on activities in the PTA and school activities.

Kimberlin's largest educational event is the Open House/Think Tank/Texas Performance Standard Project (TPSP) night in conjunction with the In-N-Out Burger food truck, which draws in over 200 families. Students in Garland ISD are participating in Think Tanks within their classes. Think Tanks are literacy based activities that allow students to read, write, create and participate in extended activities. Each of these activities produces an independently created student project based on a piece of literature. During Open House, projects are displayed in the classrooms and hallways to represent the learning through literacy occurring at Kimberlin.

In conjunction with Open House we display student projects created through the Texas Performance Standard Project (TPSP) resources. TPSP provides differentiated instruction to Gifted/Talented (G/T) students and is used to provide enhanced academic opportunities for all students. The goal of the TPSP is to provide resources for G/T teachers and students that allow students to create professional quality work in alignment with the Texas State Plan for the Education of G/T Students. The students' projects are displayed for parents and the community to see during our Open House night.

Everything at Kimberlin Academy is student-centered. All of these activities model the importance of family and community engagement and allow entire families to be involved.

3. Professional Development

Professional development is only relevant if it translates to increased student achievement thus driving real improvements to student learning. Kimberlin teachers, instructional staff and administrators are exposed to a variety of high-quality professional development opportunities at both the district and campus level. Our campus needs assessment process, which includes local and state student assessment data, as well as Teachscape classroom walkthrough reports, is used to design campus-based professional development. Additionally, incorporating instructional rounds, a network approach to observing, analyzing and improving teaching and learning, helps identify professional development needs.

Professional development at Kimberlin Academy is defined by a commitment to raising student achievement and providing students with increased opportunities for rigorous instruction. All staff members are afforded various professional development offerings such as Edivate, a web-based on-demand professional learning resource that creates a highly personalized learning experience, and workshops and webinars available through our Region 10 Educational Service Center. Teachers are encouraged to actively seek any professional development that will have a direct impact on their teaching skills and classroom instruction.

Analyzing student work and conducting instructional rounds provides evidence of the level of teacher questioning and student tasks with regard to Bloom's taxonomy. Providing opportunities for teachers to analyze teaching and lessons provides an awareness of the need to construct more meaningful, higher-order questioning, as well as increase rigor in classrooms by supporting students in achieving higher levels of rigorous work. Margaret Kilgo's Data-Driven Decisions training in every core content area, is provided to address the rigor extension unique to Texas standardized assessment of dual coding of content and process standards.

In an effort to provide explicit, guided instruction to help students organize and apply organizational strategies, we have equipped teachers with a variety of instructional tools. From our math teachers attending Singapore Step-by-Step Model Drawing, to our writing teachers learning how to help students design their own writing style for personal narrative and expository writing with Empowering Writers, teachers have sound resources from which they can choose.

In order to better differentiate instruction, teachers attend a variety of workshops including William and Mary, Apart & Away: Differentiation in the Real World with Lisa Van Gemert, Debbie Diller Math and Literacy Work Stations, and Thinking Maps. Marcia Tate's "Worksheets Don't Grow Dendrites" and Eric Jensen's "Teaching with the Brain in Mind" provide teachers with specific instructional strategies to increase academic achievement and eliminate gaps, while maintaining high levels of student engagement.

Teachers collaborate regularly through Professional Learning Communities (PLCs) to ensure that the instructional strategies introduced through professional development are implemented consistently and effectively. During vertical and horizontal PLCs, teachers discuss the methods used to teach the Texas Essential Knowledge and Skills (TEKS). This collaboration promotes consistent implementation throughout the campus. Our staff takes learning and growth seriously, and they take the initiative to find opportunities that meet personal learning needs. Assessing professional development is an ongoing, collaborative process.

4. School Leadership

Shaping a vision of academic success for all students, improving instruction, creating a climate hospitable to education, cultivating leadership in others and managing processes to foster school improvement are the key principles of the school's leadership philosophy. The Kimberlin administration team consists of a principal and assistant principal who bring out the best in our staff to create exceptional teams. Though the administrative team has specific roles and responsibilities, a collaborative team approach provides consistency within the organization. Team leaders represent each grade level, special subjects (physical education, art, music, orchestra and library), and special education. Effective school leadership plays a major role in developing a professional community of educators who guide one another in improving instruction.

Our Campus Improvement Team (CIT) consists of parents, teachers, paraprofessionals, building professionals, school principal, a central office administrator, and business and community members. This committee meets periodically throughout the school year to look at trends in the school, discuss the yearly needs assessment and provides input on resources, curriculum and staff development.

Data analysis drives the instructional practices and campus-based instructional decisions. Professional Learning Communities (PLCs) are dedicated to collaboration and instructional decision-making. The administration, counselor and teachers come together to discuss differentiated instruction, plan engaging lessons, create formative and summative assessments, and review objectives to determine students' instructional needs. Each grade level team monitors student progress and strategies are implemented to increase student achievement. As grade level teachers meet and make decisions, teachers are also mindful of the impact the decisions will have on the entire school. Vertical professional learning communities discuss curriculum alignment and areas of strengths and weaknesses. Technology integration and enrichment projects are also part of the vertical professional learning communities. It is evident that the PLCs yield increased student achievement and college readiness. When teachers are provided time to focus on essential teaching practices, data, and student needs, student achievement soars.

Various opportunities are provided for the staff to utilize their educational expertise in leadership roles such as the "Teachers-Teaching-Teachers" professional development model. In an effort to capitalize on the expertise of the staff, teachers share instructional strategies thus challenging peers to think in new ways. Teacher-led professional development fosters accountability, collegiality, professionalism and pride.

The collaborative efforts of the administration, campus improvement team, instructional team leaders and professional learning communities, in partnership with all stakeholders, combined with a shared responsibility for student success will continue to excel the academic performance of students at Kimberlin Academy.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>TAKS/STAAR</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	100	96	85	99	90
Advanced Academic Performance	46	44	32	58	47
Number of students tested	74	70	82	76	72
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	7	6	2	7	6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	87	77	73	97	78
Advanced Academic Performance	23	18	8	27	15
Number of students tested	30	22	37	33	27
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above	92	50	82	100	88
Advanced Academic Performance	38	0	6	31	31
Number of students tested	13	4	17	16	16
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	96	86	79	97	90
Advanced Academic Performance	35	27	18	35	33
Number of students tested	26	22	39	34	30

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
5. African- American Students					
Satisfactory Academic Performance and above	85	80	75	100	69
Advanced Academic Performance	30	20	17	62	46
Number of students tested	20	15	12	13	13
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	100	100	96	100	100
Advanced Academic Performance	76	74	50	79	59
Number of students tested	21	23	24	24	27
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: Results for 13-14, 12-13, and 11-12 are based on STAAR Summary Reports provided after each assessment. These reports are based on the tested students, rather than an accountability subset of students. The use of these reports allows for more accurate capturing of student group counts.

Summary Reports are available online at:

https://tx.pearsonaccess.com/tclp/portal/tclp.portal?_nfpb=true&_pageLabel=pa2_analytical_reporting_page

TAKS Summary Reports (10-11 and 09-10) do not provide sufficient detail, therefore raw data files were accessed to capture student counts based on the tested students.

Kimberlin has two special education units, which impacts the number of students tested with alternative assessments. These students took the State of Texas Assessments of Academic Readiness Alternate. Please see unit descriptors below:

Applied Learning Environment (ALE) - The ALE program provides an environment which allows for learning that is individualized and appropriate to each student's developmental and functional level.

Behavioral Applied Learning Environment (BA ALE) - The BA ALE is a specialized class under the ALE program. It is designed to provide additional behavioral supports beyond those typically found in the ALE classroom.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>TAKS/STAAR</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	89	93	89	97	100
Advanced Academic Performance	31	50	43	77	82
Number of students tested	75	82	83	74	73
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	4	2	4	4	5
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	64	82	73	93	100
Advanced Academic Performance	4	24	21	59	59
Number of students tested	25	34	33	27	27
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above	60	80	60	100	100
Advanced Academic Performance	0	20	20	0	55
Number of students tested	5	10	5	2	11
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	78	90	83	97	100
Advanced Academic Performance	22	31	26	68	63
Number of students tested	23	39	35	31	27
5. African- American Students					
Satisfactory Academic	67	75	82	92	100

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance	6	50	29	58	91
Number of students tested	18	12	17	12	11
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	100	100	100	100	100
Advanced Academic Performance	50	75	59	93	92
Number of students tested	24	24	22	28	26
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: Results for 13-14, 12-13, and 11-12 are based on STAAR Summary Reports provided after each assessment. These reports are based on the tested students, rather than an accountability subset of students. The use of these reports allows for more accurate capturing of student group counts.

Summary Reports are available online at:

https://tx.pearsonaccess.com/tclp/portal/tclp.portal?_nfpb=true&_pageLabel=pa2_analytical_reporting_page

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Behavioral Applied Learning Environment (BA ALE) - The BA ALE is a specialized class under the ALE program. It is designed to provide additional behavioral supports beyond those typically found in the ALE classroom.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>TAKS/STAAR</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	99	94	89	99	99
Advanced Academic Performance	47	51	41	72	72
Number of students tested	81	82	90	83	109
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	1	5	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	97	85	71	97	98
Advanced Academic Performance	24	27	18	41	57
Number of students tested	38	33	28	32	42
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above	100	100	0	100	100
Advanced Academic Performance	0	0	0	50	0
Number of students tested	7	2	1	2	4
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	97	89	81	97	100
Advanced Academic Performance	27	31	22	43	56
Number of students tested	37	35	37	30	36
5. African- American Students					
Satisfactory Academic	100	94	80	100	93

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance	33	50	27	71	53
Number of students tested	12	16	15	14	15
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	100	100	100	100	100
Advanced Academic Performance	79	73	61	93	87
Number of students tested	24	22	33	29	45
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: Results for 13-14, 12-13, and 11-12 are based on STAAR Summary Reports provided after each assessment. These reports are based on the tested students, rather than an accountability subset of students. The use of these reports allows for more accurate capturing of student group counts.

Summary Reports are available online at:

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TAKS Summary Reports (10-11 and 09-10) do not provide sufficient detail, therefore raw data files were accessed to capture student counts based on the tested students.

As part of the Student Success Initiative, Grade 5 students are provided with up to three opportunities to meet with success on the mathematics assessments: Feb/March, May, and June. Due to the implementation of the STAAR assessment program in 11-12, 5th grade students were only tested in March. For the purposes of this data collection, only the first administration results for the Grade 5 mathematics assessment are reported.

Kimberlin has two special education units, which impacts the number of students tested with alternative assessments. These students took the State of Texas Assessments of Academic Readiness Alternate. Please see unit descriptors below:

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STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>TAKS/STAAR</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	96	100	88	97	97
Advanced Academic Performance	68	63	48	64	75
Number of students tested	73	70	81	76	72
Percent of total students tested	99	100	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	7	6	2	7	6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	80	86	81	94	96
Advanced Academic Performance	47	41	22	36	48
Number of students tested	30	22	37	33	27
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above	85	75	76	94	94
Advanced Academic Performance	54	25	6	44	56
Number of students tested	13	4	17	16	16
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	88	95	82	94	93
Advanced Academic Performance	54	59	29	41	60
Number of students tested	26	22	38	34	30
5. African- American Students					
Satisfactory Academic	84	87	92	100	100

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance	63	53	42	62	62
Number of students tested	19	15	12	13	13
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	100	100	96	100	100
Advanced Academic Performance	95	70	75	92	96
Number of students tested	21	23	24	24	27
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: Results for 13-14, 12-13, and 11-12 are based on STAAR Summary Reports provided after each assessment. These reports are based on the tested students, rather than an accountability subset of students. The use of these reports allows for more accurate capturing of student group counts.

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STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>TAKS/STAAR</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	99	93	90	99	100
Advanced Academic Performance	60	62	47	76	74
Number of students tested	75	82	83	74	73
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	4	2	4	4	5
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	84	82	76	100	100
Advanced Academic Performance	28	35	21	52	52
Number of students tested	25	34	33	27	27
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above	80	70	80	50	100
Advanced Academic Performance	0	10	0	0	55
Number of students tested	5	10	5	2	11
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	96	87	86	97	100
Advanced Academic Performance	43	44	34	68	56
Number of students tested	23	39	35	31	27
5. African- American Students					
Satisfactory Academic	83	83	82	100	100

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance	44	50	35	42	45
Number of students tested	18	12	17	12	11
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	100	100	100	100	100
Advanced Academic Performance	75	88	68	96	96
Number of students tested	24	24	22	28	26
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: Results for 13-14, 12-13, and 11-12 are based on STAAR Summary Reports provided after each assessment. These reports are based on the tested students, rather than an accountability subset of students. The use of these reports allows for more accurate capturing of student group counts.

Summary Reports are available online at:

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STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>TAKS/STAAR</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	96	95	97	99	97
Advanced Academic Performance	58	55	51	75	61
Number of students tested	81	82	90	83	109
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	1	1	5	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	92	88	93	97	93
Advanced Academic Performance	26	30	21	56	57
Number of students tested	38	33	28	32	42
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above	86	50	0	100	75
Advanced Academic Performance	0	0	0	100	25
Number of students tested	7	2	1	2	4
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	95	89	95	97	97
Advanced Academic Performance	35	37	27	67	56
Number of students tested	37	35	37	30	36
5. African- American Students					
Satisfactory Academic	92	100	93	100	87

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance	58	44	53	50	33
Number of students tested	12	16	15	14	15
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	100	100	100	100	100
Advanced Academic Performance	88	82	70	86	73
Number of students tested	24	22	33	29	45
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: Results for 13-14, 12-13, and 11-12 are based on STAAR Summary Reports provided after each assessment. These reports are based on the tested students, rather than an accountability subset of students. The use of these reports allows for more accurate capturing of student group counts.

Summary Reports are available online at:

https://tx.pearsonaccess.com/tclp/portal/tclp.portal?_nfpb=true&_pageLabel=pa2_analytical_reporting_page

TAKS Summary Reports (10-11 and 09-10) do not provide sufficient detail, therefore raw data files were accessed to capture student counts based on the tested students.

As part of the Student Success Initiative, Grade 5 students are provided with up to three opportunities to meet with success on the reading assessments: Feb/March, May, and June. Due to the implementation of the STAAR assessment program in 11-12, 5th grade students were only tested in March. For the purposes of this data collection, only the first administration results for the Grade 5 reading assessment are reported.

Kimberlin has two special education units, which impacts the number of students tested with alternative assessments. These students took the State of Texas Assessments of Academic Readiness Alternate. Please see unit descriptors below:

Applied Learning Environment (ALE) - The ALE program provides an environment which allows for learning that is individualized and appropriate to each student's developmental and functional level.

Behavioral Applied Learning Environment (BA ALE) - The BA ALE is a specialized class under the ALE program. It is designed to provide additional behavioral supports beyond those typically found in the ALE classroom.